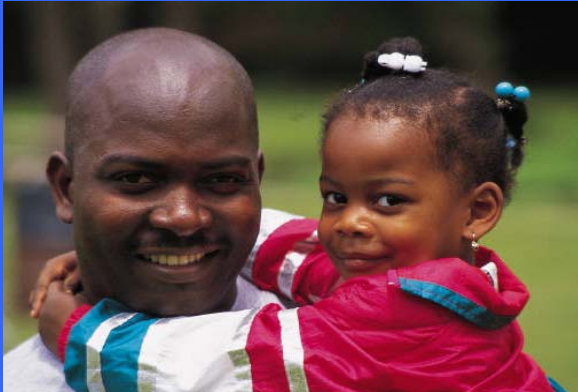


# YOU MADE A DIFFERENCE!

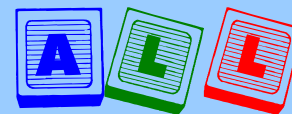
## *2002 SAN DIEGO LITERACY SUMMIT*



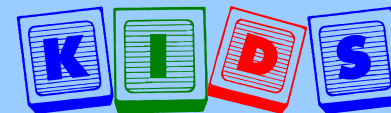
**JUNE 8, 2002**  
**SUMMARY**  
**RECORDING**



Sponsored by:



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San Diego Children and Families  
Commission

# OVERVIEW

The San Diego County Children and Families Commission (Proposition 10) recognizes that pre-literacy skills in children birth to five and the literacy of parents are essential to the success of all its school readiness efforts. Strong literacy skills are built through literacy-related experiences and language development in early childhood. In addition, literacy is a priority of the State Children and Families Commission, which has initiated literacy programs statewide.

In September 2000, to begin to address the San Diego County's literacy challenges, the San Diego County Commission contracted with READ/San Diego, a program of the San Diego Public Library, and the San Diego Council on Literacy to lead a collaborative planning and data gathering effort and provide recommendations for a countywide literacy plan. Subsequently, a series of community conversations conducted in early 2001 also addressed literacy assets and needs. Finally, an Ad Hoc Literacy Committee, made up of members of the Commission's Technical and Professional Advisory Committee, provided input into planning activities. These efforts produced a literacy needs assessment, a report of library-based literacy services and other literacy programs currently offered to children and parents throughout the County, and recommendations for short-term activities and long-term strategies for Commission support.

San Diego County currently has no unifying initiative to bring together existing assets and build on them for a strong, long-term and comprehensive countywide early literacy program for children birth to five. The Literacy Leadership Team was tasked with the development of a long-term strategic plan for early literacy. Hosting a literacy summit, involving parents,

librarians, childcare providers, health professionals, community organizations, literacy experts, teachers and school staff was the first step in this planning. The summit participants began collaborative planning for coordination of existing literacy resources with points of family contact and support throughout the County. Participants were educated about important concepts of early literacy, and they began to identify potential linkages among literacy, education, library, health, social services, childcare, and other agencies to expand literacy outreach and reinforcement. The Literacy Leadership Team, using information obtained at the Summit and at future community conversations, will make recommendations to the Commission for support to build on and maintain coordinated early literacy programs for children birth to five across traditional service boundaries.

The Literacy Summit was held on June 8, 2002 at the Town and Country Convention Center. Over 200 participants attended, representing diverse communities, including childcare professionals, literacy organizations, parents, libraries, medical professionals, education professionals, businesses, social service providers, and other community members.

Dr. Kathleen Roskos, Executive Director of the Ohio Literacy Initiative and an expert in the field of early literacy, presented the keynote address, which focused on the components of early literacy and why these areas are crucial to the development of reading skills.

Summit attendees participated in a World Café, addressing the following three topics:

# OVERVIEW

1. What early literacy activities are already available in your community? - and - What makes these programs work well?
2. How can these early literacy resources be improved?
3. What are the three most important next steps for advancing early literacy in your community?

Following the World Café, there was a parent-focused panel discussion, moderated by Harold Tuck. The panelists represented various communities with an interest in early literacy, including libraries, pediatricians, parents, universities, and early care and education. The discussion highlighted parenting challenges and solutions in the area of early literacy.

As a final activity, participants completed an index card that was printed with two questions intended to help shape future community conversations about early literacy.



*Dr. Kathleen Roskos and Commissioner Ken Colling*



# PARTICIPANTS



*World Café Discussions*

# PARTICIPANTS

Adam Abraham	Phaelos Books	Ana Covarrubias	Neighborhood House Assn Head Start
Nora Aguilar		Jose L. Cruz	California Literacy Inc.
Cristina Aguilera		Dr. Amethyst Cureg	Cnty of San Diego CHDP
Luz Maria Allshouse	National City Family Resource Center	Carlos Davila	
Shannon Anglea	Parenting Link	Dr. Dana Dean	Insight Vision Center
Leticia Angoco	Neighborhood House Head Start	John Delechanty	
Mila Apuy	San Diego Cnty Children and Families Commission	Gloria DeMent	National Dyslexia Research Foundation
Melrose Apuy		Stoney DeMent	National Dyslexia Research Foundation
Dr. Felix Aquino	San Diego Centers for Education and Technology	Carrie Dennington	Barnes and Noble
Natalie Astle		Rocio Diaz	
Lisa Ayala	Olivewood Preschool	Juanita Edwards	San Diego City Schools
Carol Bakken	Los Angeles Cnty Office of Education	Belinda Farley	National City School District
Thelma Barragan	San Diego Unified School District	Nancy Farnan	San Diego State University
Kristina Barraza		Steve Fink	Golden Hill Literacy Project
Heather Beltran		Katy Finn	San Diego Cnty Children and Families Commission
Becky Benoit	San Diego Unified School District	Gabriela Flores	National City School District
Susana Benton	National City School District	Ira Frazer	The Literacy Institute
Gretchen Bitterlin	San Diego Community College District	Barbara French-Lee	Golden Hill Literacy Project
Bill Boggs	San Diego Cnty Children and Families Commission	Kim Frink	San Diego Cnty Children and Families Commission
Nancy Bond		Ruth Gach	Escondido School District
Kate Bradley	National Latino Research Ctr at CSU San Marcos	Diana Gamboa	National City School District
Diane Brogden	Neighborhood House Head Start	Alane Gernon	
Blanca Brown	Family Child Care	Marilyn Gibbs	Serra Mesa Branch Library
Rev. D'Adran Bryant	SD Cnty District Attny Literacy Intervention Program	Lynda Gilgun	National School District Central Preschool
Gloria Bryngelson	San Diego Cnty Children and Families Commission	Lorena Godinez	
Josephine Calsada		Ana Gomez	National City School District
Cynthia Camarena	San Diego Cnty Children and Families Commission	Dee Gonsalves	National City Public Library
George J. Cameron	National City School District	Helen Gray-Manuel	Barnes and Noble
Anne Campbell	National City Public Library	Liz Guerra	Los Angeles Unified School District
Alicia Castellanes	Lincoln Acres Preschool	Rosario Hamilton	Head Start
Francisca Chagoyan	Lemon Grove School District	Alma Hernandez	
Mary May Chang	Union of Pan Asian Communities	Angelica Hernandez	Neighborhood House Assn Loma Portal Head Start
Marco Cifuentes		Patricia Hernandez	National City Family Resource Center
Alicia Cifuentes		Donna Hilt	
Cathy Clady	O'Farrell Community School	Susan Hiltbrand	San Diego Urban League
Aurora Clark	Latino Coalition	Demi Hungerford	San Diego Cnty Health and Human Services Agency
Rick Collantes	San Diego Cnty Children and Families Commission	Mike Hungerford	
Ken Colling	San Diego Cnty Children and Families Commission	Betty Hunn	San Diego Unified School District
Luz Corona	UCSD Early Childhood Education Program	Brenda Hunter	Neighborhood for Learning
Yanira Corona	National City Family Resource Center	Kelli Hurley	San Diego Public Library



# PARTICIPANTS



*Literacy Summit Attendees during the Keynote Speech*

Betty Hurtado  
 Lucio Infante  
 Yolanda Jacquez  
 Louise Ola James  
 Denise Jarvis  
 Hatige Javaherzadeh  
 Kelly Jenkins  
 Sandra Jimenez  
 Audrey Jones  
 Judy Jordan  
 Shirley Junior  
 Sinath Keo  
 Imelda Kerzic  
 Kalya Khan  
 Judy Koss  
 Diego Laguna  
 Darlene Lawson

San Diego Urban League  
 Alpha Kappa Alpha Head Start  
 Neighborhood House Assn Head Start  
 Insight Vision Center  
  
 San Diego Cnty Library  
 San Diego Unified School District  
  
 Union of Pan Asian Communities  
 National City School District  
  
 Head Start  
  
 Families in Progress

Robin Layton  
 Lan Le  
 Jo Ann Leone  
 Irene Linayao-Putman  
 Susan Lively  
 Myra Lopez  
 Teresa Lopez  
 Tamara Maciel  
 Agency  
 Linda Maepa  
 Rosa Magana  
 Tricia Mariscal  
 Raquel Marquez  
 Jeffrey Martin  
 Missy Martinez  
 Annamarie Martinez  
 Adela Martinez

Educational Enrichment Systems  
 Union of Pan Asian Communities  
 National City Family Resource Center  
 UPAC

San Diego Cnty Children and Families Commission

Cnty of SAN DIEGO Health and Human Services

Kid Friendly Books  
 MCRD Child Development Center

Palomar Pomerado Home Care

# PARTICIPANTS

Virginia Martinez  
 Irma Martinez-D'Lorey  
 Belen Mateo  
 Gladys Maxwell  
 Patricia McCann  
 Denis McGee  
 Lee McKnight  
 Reina Menasche  
 Candace Mendoza  
 Bertha Mendoza  
 Lynda Mills  
 Mechele Minyard  
 Mauricio Montoya  
 Mary Lou Montoya  
 Kim Morrow  
 Program  
 Roseann Myers  
 Rita Naranjo  
 Susan Neufeld

Neighborhood House Loma Portal Head Start  
 San Diego Unified School District  
 San Diego Cnty Children and Families Commission  
 Neighborhood House  
 South Bay Union School District  
 San Diego Unified School District  
  
 San Diego Cnty Children and Families Commission  
 Healthy Start  
  
 National School District  
 San Diego Cnty District Attny Literacy Intervention  
  
 Commission on Children, Youth and Families  
 Casey Family Programs  
 LA Cnty Children and Families First Prop10 Comm

Phuong Nguyen  
 Claire Norwood  
 Rosario Ochoa  
 Patrice O'Halloran  
 Monica O'Hara  
 Julia Ortiz  
 Dana Osuigwe  
 Barrie Owens  
 Eva Pacheco  
 Jesus Pacheco  
 Rita Palet  
 Christina Parodi  
 Elizabeth Pastrana  
 Kenna Payne  
 Beverly Pearce  
 Jeanette Pearson  
 Martha Peregrino  
 Norma Perez  
 Patty Perrone

Insight Vision Center

Chula Vista Public Library  
 National City Public Library  
 San Diego Unified School District  
 Neighborhood House Head Start

EJE

National School District  
 SAN DIEGO Cnty Office of Education

National City Public Library  
 Golden Hill Literacy Project  
 National City School District

Parent Connection



*Participants listening to the Panel Discussion*



# PARTICIPANTS

Barbara Pongsrikul	San Diego Community College
Ana Quintanilla	
Rosa Ramirez	
Kathy Ranck	National City School District
Saengthavy Ratsachak	Union of Pan Asian Communities
David Rawley	National City Public Library
Shannon Reed	Mountain Health and Community Services
Natalie Rencher	San Diego Cnty Library
Monique Reycasa	Neighborhood House Assn Head Start
Angel Roberson	LA Cnty Children and Families First Commission
Kathlyn Roberts	Poway Unified School District
Ana Rodriguez	
Lydia Rodriguez	National City Family Resource Center
Martha Rodriguez	Castle Park High School PTSA
Elizabeth Romero	National City School District
Irene Ross	National City School District
Judy Rosselli	San Diego Community College District
Barbara Ryan	Children's Hospital and Health Center
Honorio Saenz	
Lisa Sakrison	The Literacy Institute
Martha Salazar	National City Family Resource Center
Alma Sanchez	Neighborhood House Loma Portal Head Start
Mary San Diegoao	
Sandy Silverman	San Diego Cnty Office of Education
Martha Simpson	Neighborhood House Head Start
Dr. Dennis Smith	San Diego Council on Literacy
Gwynn Socolich	San Diego State University
Anastasia Spencer	Insight Vision Center
Jean Stewart	San Diego Public Library
Marilyn Stewart	Casey Family Programs
Kanika Suon	San Diego City Schools
Saraka Suon	San Diego City Schools
Anna Tatar	San Diego Public Library
Tamarie Tigh	National City Public Library
Nga Le Tran	Union of Pan Asian Communities
Charlene Tressler	Child Development Associates
Blanca Trevino	San Diego Unified School District
W. Harold Tuck, Jr	Cnty of San Diego Public Safety Group
Claudia Uribe	San Ysidro School District
Rebeca Valdivia	Beginning Together CIHS-SSU

Connie Vargas  
 Marisela Velazco  
 Kristina Vera  
 Valois Vera  
 Eugenia Villafranco  
 Ann Walker  
 William Watson  
 Jessica White  
 Belinda Williams  
 Valerie Williams  
 David Winkelman  
 Lew Witherspoon  
 Grace Young  
 Aurora Zepeda

National City Family Resource Center

Cnty of San Diego Public Defender

Insight Vision Center

Neighborhood House Head Start

Neighborhood House Head Start

Bookworm Club

San Diego Cnty Children and Families Commission

San Diego READS

San Diego Cnty Children and Families Commission

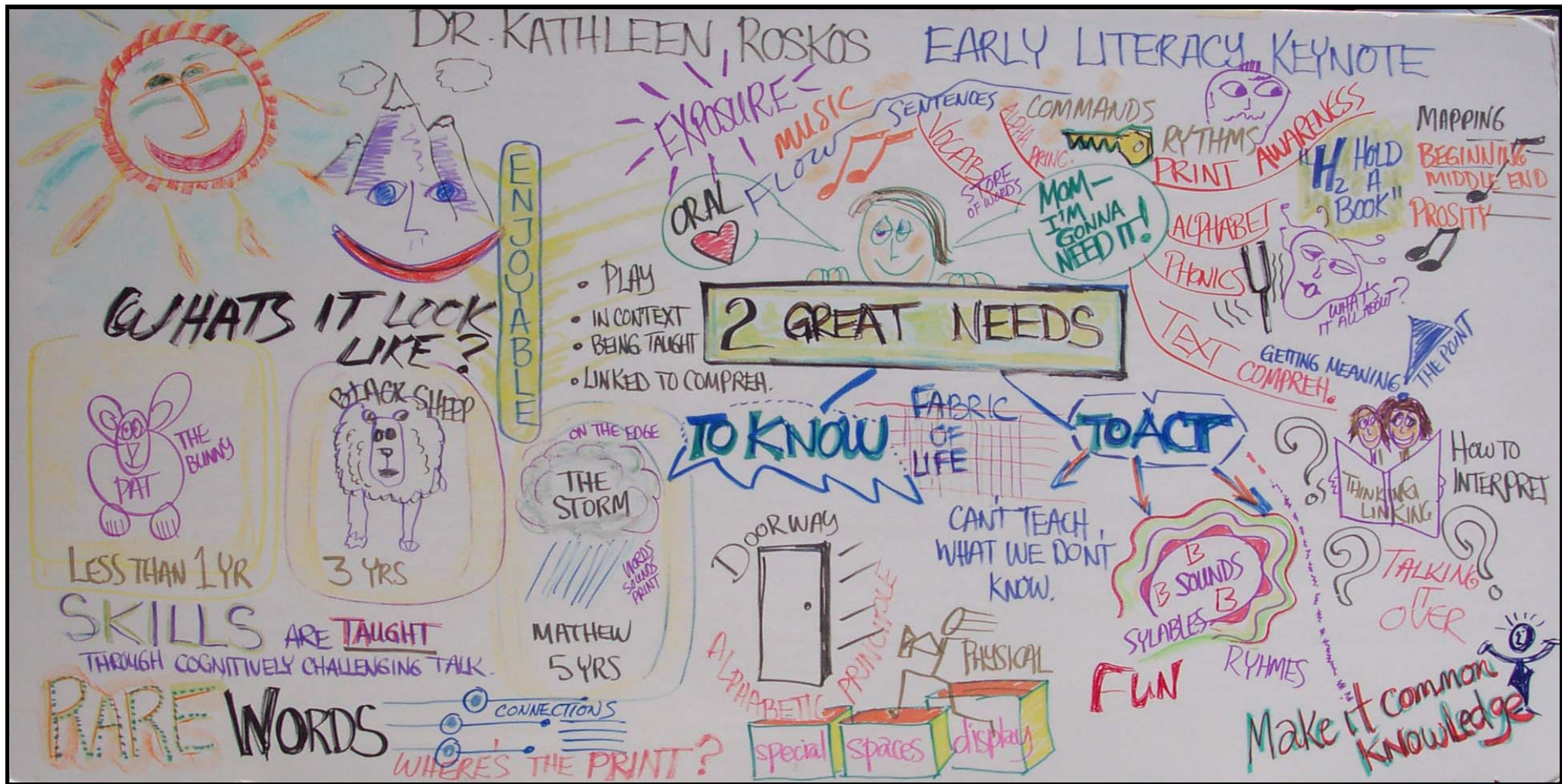
University of California San Diego



*Commission staff member Valerie Williams  
assisting with registration.*



# OPENING REMARKS/KEYNOTE ADDRESS



Graphic Recording by David Winkelman of Keynote Address by Dr. Kathleen Roskos

# OPENING REMARKS/KEYNOTE ADDRESS

Ken Colling, Commissioner for San Diego Children and Families Commission, delivered opening remarks. The Commission's video was played and served as an introduction to the work of Proposition 10 in general and the San Diego Children and Families Commission in specific. Mr. Colling communicated greetings from Chairman Ron Roberts, who was unable to attend, followed by a brief review of the agenda. Mr. Colling then introduced Dr. Kathleen Roskos, the keynote speaker.



*Dr Kathleen Roskos presenting the keynote speech.*

Dr. Kathleen Roskos, Executive Director of the Ohio Literacy Initiative, is an expert in the field of early literacy. She has conducted extensive research and published numerous articles and papers about different aspects of early literacy. The goal of her address was to inform the audience about the definition of early literacy, discuss why early literacy is important, and the development of community networks.

Her address was titled "'Mom, I think I'm Gonna Need Phonics,' declared Emma, 4 years old." Highlights of the address include:

## Introduction

- We have a great need to know about early literacy development and learning.
  - Early literacy is a new idea, emerging over the last 30 years.
  - What does early literacy look like, what does it involve?
  - What should young children be doing at home, at pre-school, in childcare?
- We have a need to act on what we know.
  - How do we act to assure access to reading and writing experiences for all young children in our community?
  - How do we create a system of early literacy education and care that is comprehensive and woven into the fabric of everyday life?
  - What do we do and how do we know we are making progress?

# OPENING REMARKS/KEYNOTE ADDRESS

- How do we make sure that we are doing the best for our young children as growing literate persons?

## Focus on Need to Know

- Two reasons for focusing on the need to know:
  - Essential facts and information about early literacy must be widely distributed in the same manner as nutrition and health information.
  - We can't teach what we don't know.
- We cannot take effective action as parents, teachers, caregivers without knowledge.
- These facts must be broadcast far and wide to become common knowledge in our society.
- Knowledge drives effective action.
- When you know, you have the power to make a difference.

## Early Literacy

- How do we appropriately hear Emma as an adult, and know that what she needs is an understanding of the alphabetic principle?
- We need to listen to her concerns and act responsibly, appropriately and sensibly; it is not just phonics that is needed by Emma and other young children.
- Early literacy is composed of six aspects arranged around a central core.
  - The six aspects include vocabulary, text comprehension, print awareness, phonological awareness, alphabet knowledge, and the alphabetic principle.

- The central core is oral language; it is always the heart, the wellspring of early literacy.

## Oral Language

- Oral language is the voice behind the written word.
- Oral language includes the sounds of language, the meaning of words, the structure of sentences and the prosody or music of the speech.
- The roots of early literacy lie in oral language; how one learns to talk is vital to the development of literacy.
- Research has shown that exposure of young children to oral language varies considerably from family to family.

## Vocabulary

- Vocabulary is the store of words that children know and can use.
- Vocabulary is acquired by exposure to oral language.
- Children learn vocabulary in context (use) and by being directly taught, such as from book reading.
- Size of vocabulary is directly related to reading comprehension.

## Text Comprehension

- Text comprehension is getting meaning from written text and is the point of reading.
- Children learn from the talk that goes on outside the actual text, and learn the skills to think with print from those interactions.



# OPENING REMARKS/KEYNOTE ADDRESS

- Asking questions about the text and linking the text to real life help children make sense of what is read.
- This process has to be made visible to young children so that they can begin to make these connections for themselves.

## Print Awareness

- Print awareness includes ideas about books and writing, how books are handled, text structure, and what and where is the print.
- Young children can't see the print.
- Orally, children hear streams of sounds and do not have a concept of "word".
- Children must develop the concept that stories have a beginning, a middle and an end.
- The language of books is different and does not sound like oral language.
- The prosody (music, rhythm and flow) of oral language does not map directly onto the prosody of written language, and this can be a mystery to young children.

## Phonological and Phoneme Awareness

- Phonological and phoneme awareness is the knowledge of sounds as distinct from meaning.
- In order to listen only for the sound, the brain must suspend its search for meaning.
- This frees the mind to hear the sound and match it to its printed symbol.
- Recent research indicates the critical importance of sound awareness

- The ability to hear sounds must get to the phoneme or individual sound level.

## Alphabet Letter Knowledge

- Alphabet letter knowledge is recognizing letters and naming them.
- This is the single best predictor of first grade reading.

## Alphabetic Principle

- Alphabetic principle is the understanding the relationship between the sounds heard in words and the letters used to represent them.
- Grasp of this principle is the golden key to reading and writing.

## Summary

- Early literacy is a developing system that is complex, dynamic, and interactive, and involves both physical and mental activities.

## What Does Early Literacy Look Like?

Dr. Roskos showed three video clips from research studies that show early literacy in action.

### *Clip One: Before age one*

- Baby demonstrated vocabulary and text comprehension.
- Mother read book to baby and baby interacted with the story and words.

# OPENING REMARKS/KEYNOTE ADDRESS

## *Clip Two: Just turned three*

- Toddler demonstrated vocabulary, text comprehension, print awareness and phonological awareness.
- Mother read to toddler and toddler was an active participant, reciting the words with the mother, turning the pages of the book, asking questions about the story and showing some awareness of the print on the pages.

## *Clip Three: Five years old*

- Young child demonstrated all six elements of early literacy.
- The child made his own book and read it aloud.

These snapshots showed literacy development over time.

## **How Is Literacy Development Nurtured?**

- Literacy is taught; it is a skill that is difficult to acquire naturally.
- Literacy develops from experiences with language. The richer the language experience, the more literacy development a child is likely to have.
- Young children need help from parents, teachers, caregivers, siblings and peers.
- Cognitively challenging talk is talk that stretches the child's language. This increases vocabulary and reasoning skills.
- Children must be exposed to rare words.

- Along with the exposure to those words, the words must be linked with common words into conceptual nets.
- Children must have experiences with print. These exposures must be engaging and enjoyable.
- Reading must be presented as a fun activity in order to maintain a child's curiosity and desire to participate.

## **12 Preschool Keys to Reading Success**




- Daily conversations
- Message board
- Lots of printed material
- Encouragement of reading
- Special space for reading and writing
- Displays of writing
- Modeling of reading and writing by others
- Word bank
- Daily reading
- Library visits
- Alert children
- Wise use of television and technology (televisions don't talk back – they are not interactive)










# WORLD CAFÉ OVERVIEW

The World Café is a method of group discussion that enhances collaborative thinking about critical issues by linking small group and large group conversations.

Assumptions:

-  The knowledge and wisdom we need is already present and accessible.
-  Collective insight evolves from:
  - Honoring unique contributions
  - Connecting ideas
  - Listening into the middle
  - Noticing deeper themes and questions
-  Intelligence emerges as the system connects to itself in diverse and creative ways.

Café Etiquette

-  **Focus** on what matters.
-  **Contribute** your thinking and experience.
-  **Speak** from the heart.
-  **Listen** to understand.
-  **Link and connect** ideas.
-  **Listen together** for deeper themes, insights, and questions.
-  **Play, doodle, draw** – writing on the table paper is encouraged!

## World Café Agenda

Katy Finn, Consultant, facilitated the World Café session and began by giving an introduction and overview to the participants. The Café Etiquette guidelines were explained, followed by the first topic for discussion.

**Question 1: “What early literacy activities are already available in your community? What makes these programs work well?”**

Participants shared highlights and the graphic recorder, David Winkelman, recorded the information on large foam core boards.

The participants were then instructed to change tables to begin discussing the next topic.

**Question 2: “How can these early literacy resources be improved?”**

This was followed by more highlight sharing and graphic recording. Participants were again instructed to change tables for the final topic of discussion.

**Question 3: “What are the three most important next steps for advancing early literacy in your community?”**

These final highlights were shared and all the table sheets were collected for recording. These comments were reviewed and recorded in summary and are included in this report.



# WHAT EARLY LITERACY ACTIVITIES ARE ALREADY AVAILABLE IN YOUR COMMUNITY?

**WORLD CAFE**

**SESSION 1** : WHAT KIND OF EARLY LIT. ACTIVITIES ARE ALREADY AVAILABLE IN YOUR COMMUNITY? WHY DOES IT WORK WELL?

- NOW MOBILE
- PARENT INVOLVEMENT
- PARENT READING - NAT'L CITY
- FAMILY READING
- "EVEN START
- ENABLE PARENTS TO TAKE KIDS TO LIBRARY
- BALLARD PARENT CTR TO ENABLE NON-ENGL. SPEK. PARENTS
- CBET - COMITY BASED ENGL. TUTORING
- FAMILY RESOURCE CTR
- SPANISH LITERACY FOR THE FAMILY
- LIBRARY SYSTEM LITERACY
- VISION THERAPY FOR KIDS WITH SIGHT PROBLEMS
- LITERACY INSTRUCTION INSTITUTE SHARP MINDS TRAINING
- LOS ANGELES 3-4 ORG. FAMILY LITERACY INITIATIVE 4 COMPONENT PROGRAM
- SD LIBRARY SYSTEM
  - ◻ PRESCHOOL PROGRAMS
  - ◻ GRANDPARENTS & BOOKS
  - ◻ READING FUNDAMENTALS

Graphic Recording by David Winkelman of World Café Reports on Question 1

# WHAT EARLY LITERACY ACTIVITIES ARE ALREADY AVAILABLE IN YOUR COMMUNITY?

- ◆ Golden Hill Literacy Program
  - Ages 3 – 12
  - Golden Hill Rec Center
  - Free books to kids
  - Read in 6 to 6 program twice a week
  - Run by volunteers
  - Difficulty is getting parents involved
  - Grant funded
- ◆ La Mesa Rolling Reader
  - Goes into schools
  - Works in classrooms
- ◆ La Mesa Bookworm Club
  - La Mesa Community Center
  - Reading group of children
  - Journal writing
  - Related activities
  - Free books
- ◆ Campo County Office of Education
  - Preschool, special education only
  - Potrero – Spanish speaking only
- ◆ Campo Community Center
  - Every other Wednesday
  - Prop 10 grant funded
  - Children 0 – 5
  - 2 free books
- ◆ El Cajon Public Library
  - Senior citizen volunteers
  - Story telling time
  - Weekly for 1 hour
  - Ages 0 – 5
- ◆ Mid-City Public Library
  - Story telling and activities
  - Weekly for 30 minutes
- ◆ Cajon Valley School District
  - Reading Challenge
  - Encourages families of school children to be involved in family literacy atmosphere at school
- ◆ Kensington Library North Park
  - Song and story time
- ◆ National City Community
  - Reading is Fundamental
  - Literacy Fair, book giveaways
  - Free bus transportation 3 times a year
  - WOW Mobile
  - Community Based English Tutoring (CBET) Program
  - Parent Literacy Program
  - School Readiness Program – 4 year old academies
- ◆ Mid City 6 to 6 Program
  - Americorps volunteers

# WHAT EARLY LITERACY ACTIVITIES ARE ALREADY AVAILABLE IN YOUR COMMUNITY?

- ◆ African Community Health Fair  
October 26, 9 – 3, University and 54<sup>th</sup>
- ◆ San Diego District Attorney's Literacy Intervention Program  
Teaches non-violent, non-serious felony offenders and their children to read  
Assists parents with GED
- ◆ Campo Families for Literacy  
Families with children ages 0 – 5  
Free books, crafts and parent education  
Computer literacy  
Sharing of local resources  
Grant funded
- ◆ San Ysidro Child Development Center  
Break Through to Literacy  
Preschool and Kindergarten  
Weekly book with homework sheet  
Parent-child involvement
- ◆ Library  
Story time  
Summer activities  
Reading Challenge  
Grandparents and Books program
- ◆ PAVE  
Parents Active for Vision Education  
Vision screening for Pre-K performed by developmental optometrists

- ◆ Even Start  
Family Literacy Program  
Parent and child meetings  
Monthly Parents and Children Together (PACT) times at the library
- ◆ Latino Reading Program
- ◆ HIPPY (Home Instruction Program for Preschool Youngsters)  
Southeast San Diego (0-5)  
Santee (3-5)  
Home visits  
Parent involvement
- ◆ Head Start  
Parent involvement  
Preschool
- ◆ Parents as Teachers (PAT)
- ◆ Family Resource Centers  
School based ESL skills
- ◆ KPBS Programs  
Between the Lions
- ◆ Even Start
- ◆ Literacy Institute  
Healthy Bodies, Sharp Minds



# WHAT EARLY LITERACY ACTIVITIES ARE ALREADY AVAILABLE IN YOUR COMMUNITY?

- ◆ Reader Buddy Program  
Older children share books with younger children
- ◆ Results Training for Teachers  
Information to enhance classroom curriculum
- ◆ Family Reading Program  
Trains parents how to share books and make reading fun  
Home to school connection
- ◆ WOW Mobile – National City Public Library  
Goes into community  
Well-stocked  
Can check out books
- ◆ National City Public Library  
Special events to bring families into the library
- ◆ Families for Literacy  
Model reading, crafts handout information  
Parenting workshops
- ◆ Parent Connection  
Workshops, classes  
Visits to museums
- ◆ Reach Out and Read  
Pediatricians give free books and direction at well baby check-ups
- ◆ READ San Diego
- ◆ San Diego Unified School District Parent University
- ◆ Local Bookstores  
Story time  
Guest appearances
- ◆ Heads Up Reading
- ◆ San Diego READS  
Enhancing Librarian knowledge to better serve the 0 – 5 age group and their parents
- ◆ Laubach Literacy Program  
Trains literacy volunteers
- ◆ Literacy Volunteers of America
- ◆ Harriet Tubman  
Story telling and reading each Sunday
- ◆ California Reads  
School based awards for reading
- ◆ Balboa Park Book Fair  
Free books for children
- ◆ City Heights Literacy Fair

# WHAT EARLY LITERACY ACTIVITIES ARE ALREADY AVAILABLE IN YOUR COMMUNITY?

- ◆ Families Living in Good Health Together  
Union of Pan Asian Communities  
Encourages parents to read to their children  
Encourages educational toys
- ◆ El Cajon Bilingual parent reading program
- ◆ Words Alive  
Volunteer readers for preschools
- ◆ Ready to Learn  
Poway, Escondido
- ◆ Welcome Baby Kits
- ◆ Early Childhood Educator Professional Training  
Early Years Conference  
CRLP – Results  
Pre-K Guidelines
- ◆ Project HOPE
- ◆ Early Link
- ◆ Project Develop  
Promotes literacy activities with child care providers
- ◆ Mommy and Me  
Group facilitation in a learning environment
- ◆ SDSU Extension Early Reading Program  
Pre-K
- ◆ Osteopathic Center for Children  
Early childhood development classes taught by pediatricians, developmental psychologists, and behavioral optometrists



# WHAT MAKES THESE PROGRAMS WORK WELL?

- ✓ Parent participation (most often cited factor)
- ✓ Parent support
- ✓ Money
- ✓ Mobile services – take services to children and neighborhoods
- ✓ Collaboration
- ✓ Word of mouth
- ✓ Trained staff
- ✓ Volunteers
- ✓ Free materials and books
- ✓ Environment where parents and children learn together
- ✓ Literacy programs for parents in their own language
- ✓ Drawing on parents' strengths
- ✓ Extended hours
- ✓ Support from teachers
- ✓ Good communication between parents and teachers
- ✓ Visible results





# HOW CAN THESE EARLY LITERACY RESOURCES BE IMPROVED?

WORLD CAFE SESSION #2 HOW CAN THESE EARLY RESOURCES BE IMPROVED?

**△ MORE PARENT INVOLVEMENT—OPTIONS** FOLLOW-UP FOR HOME ACTIVITY


**● PROMOTE GREATER PARENTAL PARTICIPATION**

**📄 COMMUNICATION TO PARENTS THRU DOCS' OFFICES**  
HANDOUTS, VIDEOS


**🍷 CENTRALIZED CLEARINGHOUSE**  
MASS DIST. OF RESOURCES  
INVOLVE CORPS  
HAPPY MEALS

**📺 SD CTRS FOR EDUCATION & TECHNOLOGY**  
COORD MESSAGES W/ SPORTING EVENTS  
— STADIUM MESSAGE BOARDS


**🍷 ANNUAL or SEMI ANNUAL MTGS**  
OF ALL ORGS INVOLVED

**🌐 WEBSITE POSTING ALL**  **EVENTS**

- RESOURCES
- FUNDING
- LINKS
- VOLUNTEERS
- IDEAS FOR HOME ACTIVITIES

**KLIT**  **INVOLVE MEDIA MORE "INTERSTITTIALLY"**  
→ CONSTANT STEADY LITTLE EFFORT

**TV**  
**RADIO**  
**PRINT**



Graphic Recording by David Winkelman of World Café Reports on Question 2

# HOW CAN THESE EARLY LITERACY RESOURCES BE IMPROVED?

## Information Sharing/Community Outreach

- ✚ Find a way to share information and resources between teachers and agencies
- ✚ Hand out resources to parents at these public storytimes
- ✚ More advertising/parent newsletters/KPBS about literacy summits like this (to promote parent involvement)
- ✚ Public awareness and outreach to community and parents
- ✚ Use media to increase awareness of programs
- ✚ Develop broadcast programming on literacy (tidbits/soundbites)
- ✚ Public awareness
- ✚ Create booklet with resources at birth
- ✚ Link similar projects
- ✚ Link websites
- ✚ Better publicity of agency early literacy resources
- ✚ Worksite based promotions
- ✚ Collaboration between schools and parents
- ✚ Better promotion of events in the community
- ✚ Resource directories
- ✚ Better communication and networking between programs
- ✚ Promote programs in community clinics, WIC offices, public restrooms, prenatal clinics, new baby kits, churches
- ✚ More conferences, workshops, seminars to promote public awareness
- ✚ Talk to each other
- ✚ Quarterly meeting of all agencies
- ✚ Display at movie theaters, sports events
- ✚ Multi-lingual ads on TV and radio
- ✚ More networking with other cities
- ✚ Library needs more advertisement
- ✚ Centralized clearinghouse to resources, e.g. website
- ✚ Mass distribution of resources and importance of literacy

# HOW CAN THESE EARLY LITERACY RESOURCES BE IMPROVED?

- ✚ Mapping of resources
- ✚ More outreach to all resources in the community
- ✚ Promoting the many programs available through community conversations with literacy themes, flyers inclusive of all literacy programs distributed at schools, and combining the names of all programs that promote literacy under one heading.
- ✚ Literacy specific funding guide
- ✚ Website with links, in-kind resources, funding, literacy event schedule
- ✚ Head Start Literacy van
- ✚ More childcare spaces, decreased waiting list
- ✚ More places who will come to your center to read to kids
- ✚ Mobile libraries in all major geographic areas of County of San Diego
- ✚ More computers
- ✚ More equipment
- ✚ Community coordinators
- ✚ Funds
- ✚ Books for children in the home
- ✚ Nurture collaborations – media, business, education and community coming together to support literacy.
- ✚ More workshops on early literacy
- ✚ Free child development classes
- ✚ More money and space to provide literacy classes to parents and children

## **Additional Resources/Services/Programs**

- ✚ More storytimes available (libraries, bookstores, etc)
- ✚ Free book incentives
- ✚ More “community based services”
- ✚ More WOW Mobiles
- ✚ More resources made available to parents at the time of the birth of their children and in preschools
- ✚ More home visits
- ✚ More libraries



# HOW CAN THESE EARLY LITERACY RESOURCES BE IMPROVED?

## Accessibility of Programs

- ⊕ More real relationships developed with families
- ⊕ Access – language – culture
- ⊕ Importance of the home language
- ⊕ Breaking down the barriers
- ⊕ Location – more center reading sites
- ⊕ Time – open longer hours
- ⊕ Help families to learn about resources, bring resources to the families at times when they are available
- ⊕ Respect the traditions, origin, music, folklore of the community
- ⊕ More information about early literacy in other languages
- ⊕ Male mentors promoting programs
- ⊕ Incentives such as free lunches to parents who volunteer
- ⊕ Extend library hours in South Bay area – San Ysidro
- ⊕ More library books in Spanish in public libraries
- ⊕ Childcare for those who attend literacy programs
- ⊕ Getting everyone involved
- ⊕ Mobile vans linked to communities
- ⊕ Services available county-wide
- ⊕ Cultural considerations for non-English populations
- ⊕ Incentives to promote parent participation
- ⊕ Creative marketing
- ⊕ Childcare support for parents
- ⊕ Empower parents
- ⊕ Greater access to learning materials
- ⊕ Transportation to and from services
- ⊕ Good health choices
- ⊕ Saturday and evening classes

## Early Care and Education Improvements

- ⊕ Training for professionals

# HOW CAN THESE EARLY LITERACY RESOURCES BE IMPROVED?

- ⊕ Institutionalize reading programs
- ⊕ Fun innovative activities to teach reading
- ⊕ Coordinated developmental assessments
- ⊕ Emphasis on oral language, teaching skills and having fun using oral interaction
- ⊕ Broaden educator base and increase number of trained literacy teachers
- ⊕ Training for providers
- ⊕ Universal preschool standards linked to K standards
- ⊕ Early interventions (testing vision, hearing)
- ⊕ Re-institute “Parent Participation” Preschools as well as the State of California “Child Care” programs that were so successful back in the 40’s and 50’s
- ⊕ Universal preschool (developmentally appropriate)
- ⊕ Part of comprehensive school readiness
- ⊕ Awareness of learning differences

## Parents

- ⊕ Parents understanding the need for early literacy

- ⊕ Taking advantage of the programs that exist
- ⊕ Parent involvement
- ⊕ Training – Parent education
- ⊕ Parent awareness of content standards
- ⊕ Ways to motivate parents to be involved
- ⊕ Enhance the literacy skills of parents
- ⊕ Progressive education of parents regarding literacy
- ⊕ More involvement by fathers

## Government/Community

- ⊕ Accountability – how do we know we are being effective?
- ⊕ Training for staff facilitating groups to understand the system literacy
- ⊕ It takes a village
- ⊕ Support by policy makers
- ⊕ Technical assistance

# WHAT ARE THE THREE MOST IMPORTANT NEXT STEPS FOR ADVANCING EARLY LITERACY IN YOUR COMMUNITY?

WORLD CAFE SESSION #3

WHAT ARE THE 3 MOST IMPORTANT NEXT STEPS FOR ADVANCING EARLY LITERACY IN YOUR COMMUNITY?

- 1) INTERACTIVE CLASS TO TEACH FAMILIES TO CREATE (AN OUTING) PHOTO ALBUM  
PERSONAL/VISUAL/WORDS
- 2) SOLID ORGANIZATIONAL FOUNDATION
- 3) ADDRESS PARENTS WHO ARE ILLITERATE
- 4) NATIVE LANGUAGE ACTIVITY ENCOURAGED AT HOME
- 5) MEETING TO READ IN BALBOA PARK
- 6) KEEPING FUNDING AVAILABLE & STABLE
- 7) EVEN START- CREATE PARENTAL ROUTINE
- 8) ~~ADVERTISEMENT~~ ~~ADVERTISEMENT~~ ~~ADVERTISEMENT~~
- 9) Culturally Sensitive Communication
- 10) CREATE TASK FORCE TO REDUCE REDUNDANCY & OVERLAP
  - IDENTIFY WITH DATA BASE
    - FUNCTIONAL AREAS
    - GEOGRAPHY
    - ORGANIZATION
    - CONSTITUENCY
    - \$
    - RESULTS
- 11) (\$ USE PROP 10 FUNDING \$)
- 12) OFFER PROGRAM WITHIN WALKING DISTANCE
- 13) MORE FLYERS TO ALL  
IF WE CAN DO IT FOR PIZZA - WE CAN DO IT FOR LITERACY
  - INTEREST
  - FORM LIKE NETWORKS
  - REACH OUT & READ
  - TALK & REACH & READ

USE STATISTICS TO BE HONEST WITH OURSELVES

FOCUS ON PREVENTION

- CONDITIONS FOR EARLY LITERACY
- PREVENTIVE SCREENING THROUGH EXISTING HEALTH CARE PROVIDERS

HOLDING OURSELVES ACCOUNTABLE - STUDIES/RESEARCH

Graphic Recording by David Winkelman of World Café Reports on Question 3



# WHAT ARE THE THREE MOST IMPORTANT NEXT STEPS FOR ADVANCING EARLY LITERACY IN YOUR COMMUNITY?

## Information Sharing/Community Outreach

- ❖ How to reach out to parents who are illiterate in their own language – get the word out orally.
- ❖ Increase public awareness of phonic and sensory exposure.
- ❖ Outreach to and by community members.
- ❖ Make public aware of what is available.
- ❖ Coordinate agencies – meetings, newsletters, websites. Combine and explore options, share resources, keep funding available.
- ❖ Increase public awareness – parents, caregivers, employers, businesses, funding organizations, policy makers, general public.
- ❖ Creative ways to conduct outreach to parents.
- ❖ Know the resources available in the community.
- ❖ Free developmental classes for parents
- ❖ Communication to target audience to increase awareness through pediatrician or community clinic. Most parents bring their baby in for immunizations and could be given information at that time.
- ❖ Establish a Parent group network for trainees who will spread out in the community.
- ❖ Increase funding for early literacy support.
- ❖ Increase access to books.
- ❖ Increase accessibility of programs in location, language and schedule.
- ❖ More book fairs
- ❖ Free books
- ❖ Create educational and cultural programs for parents in the libraries.
  - Bilingual library clerks
  - Books in Spanish
  - Expansive and comprehensive libraries
  - More computers in the libraries for preschoolers
  - National level competitions in reading and writing

## Additional Resources/Services/Programs

- ❖ Put more computers in the public libraries.
- ❖ Increase supply of Spanish materials at the public library.

# WHAT ARE THE THREE MOST IMPORTANT NEXT STEPS FOR ADVANCING EARLY LITERACY IN YOUR COMMUNITY?

## Accessibility of Programs

- ❖ Programs into community
- ❖ Promote early literacy activities in other languages.
- ❖ Explore new ways to do business.
- ❖ Support home visiting programs.
- ❖ Improve work and public spaces to be family friendly.
- ❖ Ways to combine early literacy training with other services needed/used by parents, e.g. birthing classes, prenatal care, HMO materials, at work sites, DMV, sports activities, grocery stores, health science classes, public service announcements, churches, daycares, etc.
- ❖ Renovate materials to keep children and parents interested.
- ❖ Know the needs of the community.
- ❖ Bring technology to families that have no access to it/

## Early Care and Education Improvements

- ❖ Offer more low-cost preschool opportunities.
- ❖ Universal preschool with appropriately trained and professional teachers
- ❖ Readily available training for teachers and parents
- ❖ Collaboration between pre-K and K to support sharing expertise and expectations. Build a system that includes staff who bring together the many providers and improve coordination in local communities, school districts and across the county.
- ❖ Early, accurate and consistent developmental screenings
- ❖ Support for home based care providers
- ❖ Schools to provide more enthusiasm, activities and trainings for parent involvement.

## Parents

- ❖ Increase understanding of the definition of early literacy and that it begins with speaking.
- ❖ Parent to parent outreach

# WHAT ARE THE THREE MOST IMPORTANT NEXT STEPS FOR ADVANCING EARLY LITERACY IN YOUR COMMUNITY?

- ❖ Increase awareness of parents and others that parent involvement is crucial – parents are the first teachers.
- ❖ Increase the involvement of fathers.
- ❖ Have a product (family album or scrapbook) developed that incorporates family photos with literacy concepts (vocabulary, text) to encourage family participation in an interactive and personal way.

## **Government/Community**

- ❖ Collaboration with other agencies
- ❖ Increase sustainability of programs.
- ❖ Increase research/evaluation and support best practices.
- ❖ Create partnerships among doctors, faith community, childcare providers, businesses, literacy organizations, parents and others.
- ❖ Identify the hardest to reach population and identify tailored strategies to serve them.
- ❖ Mapping, coordination and identification of promising practices





## PANEL DISCUSSION - HAROLD'S LIVING ROOM



# PANEL DISCUSSION



*From left, panel members Anne Campbell, Charlene Tressler, Betty Hurtado, Aurora Zepeda, Commissioner Harold Tuck, Rita Naranjo and Dr. Amethyst Cureg discuss early literacy topics in Harold's "living room."*

## **Moderator**

**Harold Tuck**, the Deputy Chief Administrative Officer for the Public Safety Group, acted as moderator. His past experience includes working for the County of San Diego as Director of Housing and Community Development and Regional General Manager of Central Region, Health and Human Services Agency. He served as a San Diego County Children and Families Commissioner from 1999 – 2002.

## **Panel Members**

**Anne Campbell** - City Librarian for the National City Public Library. She serves on the Literacy Leadership Team for the Children and Families Commission.

**Dr. Amethyst Cureg** - Medical Director for the San Diego County Children's Health and Disability Prevention Program. She serves on the Literacy Leadership Team for the Children and Families Commission. She also is a Reach out and Read grantee.

**Betty Hurtado** - Parent and grandparent who used literacy program services for herself, her children and her grandchildren.

**Rita Naranjo** - Former foster care child who has overcome the odds to succeed in school and care for her children. She serves as a Youth Advocate at Polinsky Children's Center and attends San Diego State University.

**Charlene Tressler** - Executive Director of Child Development Associates with 35 years of experience in early care and education. She serves on the Technical and Professional Advisory Committee and the School Readiness Leadership Team for the San Diego Children and Families Commission.

**Aurora Zepeda** - Lecturer at University of California, San Diego in the Teacher Education Program. She served as a commissioner from 1999-2000, and currently serves on the Technical and Professional Advisory Committee and on the Literacy Leadership Team.

# PANEL DISCUSSION

## Discussion Topics

We were invited into Harold Tuck's living room for coffee and cookies. The subject of the conversation was parenting challenges in early literacy. Several of the panelists are parents who have had some obstacles to overcome in their lives, with corresponding issues impacting the lives of their children.

Rita Naranjo is 22 years old and has a 7 year old daughter and a 22 month old son. She is a former foster child who was in the system for more than 10 years. She entered at the age of 4 along with 3 brothers due to neglect and abuse caused by her mother's drug abuse. She ran away from the system at the age of 14, returning to her mother. Her home life was very unstable as her mother was still using drugs. When her mother went to jail, Rita had to live on the streets. She became pregnant and had her daughter when she was 15. She spent some time in Juvenile Hall. She decided that school was her only hope of stepping out of poverty and making a better life for her child and she enrolled concurrently in high school and community college at the age of 16. She participated in a teen parent program during high school, which was very helpful. Rita did not have a consistent role model when she was growing up. As a child in foster care, she was never read to. She never stayed at one school for more than one year, usually much less. In spite of these obstacles, she completed high school early at the age of 17. She now works, cares for her children, and attends San Diego State working toward a major in Social Work. She works with foster youth at Polinsky Center. She read to her daughter regularly in the early years, buying books at thrift stores, garage sales, and library sales. Her daughter, who is in first grade, is an advanced reader. Her

son also knows about books and loves to be read to. Rita is an advocate for foster care issues and is interested in community organizing, social policy, and legislative issues.

Betty Hurtado had a difficult early life. Her father was seriously injured when she was 8 years old. Her mother was unable to make ends meet and had difficulty obtaining assistance from the welfare system. There were many times when their only food was what they got from school. They received much of their assistance from the church. Betty married at the age of 14, and is still married to the same man 32 years later. They have four grown children. Her husband became a minister, and she worked a variety of jobs to help support the family. She was not really able to read to her children, but knew that reading and schooling were vital to their future success. They made the choice not to have a TV in the house and she took her children to the library regularly. She used books on tape or on record as a substitute for her reading aloud to them. She also told stories to her children. Eventually, Betty decided that she would like to improve her own reading skills and began taking classes at the National City Public Library. She encouraged her children to attend college, and all four of them are working towards college degrees. Her oldest daughter will soon graduate from San Diego State. She now takes her granddaughter to the National City Public Library.

## Discussion Highlights

### **“Breaking Out of the Cycle”**

Betty Hurtado

- Couldn't help her children with their homework.
- Sought help from the National City library.



# PANEL DISCUSSION

- Was told, “It’s never too late to learn.”
- Tutors worked around her schedule and came to her home.
- Used books on tape to “read” to her children.

## Rita Naranjo

- Was a foster child with no family support.
- Believed that education was her way out of poverty.
- Didn’t want to sell drugs, steal or be on welfare.
- Was determined to care for herself and her child.
- What kind of life would her daughter have? – Did not want to repeat the mistakes of her own mother.
- Even without role models, “I don’t want to be a statistic and I have a lot to do with that.”

**Common theme: Education is important and necessary for themselves and their children. What kinds of support structures exist now?**

## Charlene Tressler

- As a young single mother, realized that education was a must to support her children.
- Quality childcare support critical for families.
- Child Development Associates provides that kind of support.

## Anne Campbell

- Nationally, libraries realized about 15 years ago that there is a role for libraries in literacy.
- Word of mouth advertising.

## Dr. Cureg

- Challenge is how to encourage other pediatricians to be engaged in the key role of promoting early literacy.

- Doctors play a key role in encouraging mothers to read to their children as a daily practice in well-child check-ups.
- Pediatricians role is very important – strong message coming from doctor that literacy is just as important as immunizations.

## Aurora Zepeda

- Sensitivity to language and culture important.
- Parents were immigrants; own mother was not comfortable reading aloud in English.
- Need to respect all parents and primary caregivers as their children’s first teachers.
- Whole community plays a role in reinforcing literacy.
- Teach newcomers that the public library belongs to them.
- Fundamentally, approach literacy from whole community/whole family aspect.

**What kind of resources/support/information would you have liked better or sooner?**

## Betty Hurtado

- Knowledge about negative effects of television
- Appreciated the way she was treated by staff at National City library, and the flexibility of the program.

## Rita Naranjo

- Support for her educational goals
- Teen parents/foster children don’t have to fail – need supportive caring people to give hope for the future.
- Give books to foster children and read to them.
- Teen parent program at Ocean Shores gave her encouragement and support.

# PANEL DISCUSSION

## Questions/Comments from Audience

Q. What is going on in National City and how can we get it going on in other places?

Anne Campbell

- Consistency – library is 119 years old and literacy services have been available for 17 years.
- Great staff with understanding of the importance of positive attitudes.
- Small area with great collaboratives – schools, Head Starts, Parents as Teacher are working together.
- Ready and willing to give to support to families – literacy has good outcomes; illiteracy has bad outcomes.

Audience member

- Heart of everyone in National City
- Parents group in library
- Schools getting involved and everyone working together
- Attitude of everyone there
- Personal growth program

## Final Thoughts

Dr. Cureg

- Engage medical providers in early literacy.
- Encourage everyone to be ambassadors for early literacy.
- Inform your pediatrician about Reach Out and Read project.
- More talk about early literacy, reading as a prescription.

Rita Naranjo

- Take personal initiative to get resources out.
- Include early literacy education in parenting classes for teens.

Aurora Zepeda

- Need to talk more about literacy.
- Model practices.
- Give books as gifts, encourage singing, dance, poetry for young children.
- Do away with the shame of illiteracy.

Betty Hurtado

- Rewards for reading given by National City library important motivators for her children.
- Good attitudes very important.

Charlene Tressler

- Parents really want to do what is best for their children and will do anything to help them succeed.
- Get the word out to parents about how reading to their children now ties into school readiness and later success in life.

Anne Campbell

- Exposure, exposure, exposure.
- Getting books and information into the hands of children and parents is crucial.

# SUMMIT FINAL ACTIVITY

As a final activity, participants were asked to answer two questions printed on an index card included with their summit information packet. These questions were developed to allow feedback from the community in reference to future community conversations. The questions were:

**“What early literacy topic would you like to have a conversation about?”**

**“Who should host the community conversation?”**

Responses are documented on the following pages.













*Attendees listen to the panelists discuss early literacy topics related to parent challenges.*

# COMMUNITY CONVERSATION TOPICS


 ENGLISH CARDS

 SPANISH CARDS









## Information Sharing/Outreach

-  Programs within walking distance of poor communities
-  Access to receive books for low income families in their language
-  Parent education standards for kindergarten - what programs are available right now that are research based & support parents & children in learning to read?
-  Where are there school readiness programs with educational content that include parental education?
-  Parent Awareness - getting the word out
-  Publicity and continue funding
-  Programs available to parents and early childhood educators
-  Sources and resources
-  The strategies and services employed by education community (i.e., SDCOE, School districts) to provide early literacy
-  Mapping resources available

 What early literacy sources are available in the community of San Diego?












 Acerca de Buenos programas y literatura bilingüe-bicultural  
*Regarding good programs and bilingual – bicultural literature*







## Education

-  How to: A parent's guide to early literacy activity
-  More ideas for literacy activities for young children
-  How to instruct parents in the skills they need to prepare children with phonics/phonemic awareness before kindergarten.
-  Bi-lingual literacy
  - What is best-home language 1<sup>st</sup> then English?
  - What programs are available for parents (bi-lingual)?
-  How to avoid illiteracy
-  Helping parents to have a better knowledge of the importance of literacy for all children
-  What parents can do at home and school to help children
-  How to improve reading, and how to do activities with 0-5 years old




# COMMUNITY CONVERSATION TOPICS

-  Teach parents how to make it fun and interesting for the children
-  Before we can educate our children about literacy, we need to educate ourselves. We need to teach parents how to read, write, and teach them the importance of literacy. The language we speak shouldn't be a barrier to learning.
-  Volunteer training and tutor training
-  Vision & learning
-  Developmentally appropriate ways to interact with children (developmentally appropriate activities)
-  The crucial relationship between vision and learning
-  How to detect and remediate visual dysfunctions and enhance academic performance
-  Learning related to vision issues, the possibility of early screening to detect learning related vision problem
-  Adult Literacy
-  About the importance of having children learn to read in 2 or more languages if they have parents who speak another language.
-  High quality early reader, what to do? How to challenge?

-  Como aprender y enseñarle a niños con dificultades de desarrollo  
*How to learn and teach children with learning disabilities*
-  Porque los padres deben buscar los medios y personas adecuadas para ayudarlos a lograr lectura y redacción hijos y ellos mismos  
*Because the parents should look for the means and appropriate people to help achieve reading and writing for children and for themselves*
-  Temas que les sirvan a los niños  
*Topics that help children*
-  Principalmente desde el principio para entender y saber escuchar  
*Primarily from the beginning to understand and know how to listen*
-  Temas sobre la salud  
*Topics regarding health*
-  Temas sobre educación  
*Topics regarding education*

## Programs and Services

-  How to make the library program for 0-5 more effective

# COMMUNITY CONVERSATION TOPICS

- 🎧 Increasing funding
- 🎧 How can we have low-cost or free education for parents who don't know how to read to be able to read; not just at libraries but churches, etc?
- 🎧 Universal Preschool
- 🎧 I would like a community conversation about ways to continue funding for existing programs during budget crisis.
- 🎧 How can we get families to turn off the TV and focus on reading and conversations?
- 🎧 How can we get funding for our schools
- 🎧 New modalities for raising awareness of literacy initiatives and organizations
- 🎧 Ex-offenders & their children
- 🎧 Literaturas bilingües para todos aprender juntos  
*Bilingual literature so everyone can learn together*
- 🎧 Es muy importante inculcar la literatura bilingüe  
*It is important to include bilingual literature*
- 🎧 Goals to address the importance of early oral language development for future reading and academic success
- 🎧 How do you promote play in early literacy programs?
- 🎧 What works and what doesn't for your program. Evaluation results. This may alleviate trial & error for other literacy groups/projects in San Diego.
- 🎧 How do we develop grassroots dissemination of early literacy educational methods?
- 🎧 Money for child development professionals, providing in-service for teachers
- 🎧 How can we integrate reading for infants & toddlers?
- 🎧 What changes need to be made in public school attitudes/curriculum/scheduling/ classroom policies to foster positive experiences in kindergarten for all those children who aren't emotionally or neurologically ready for so much academic learning?

## Community/Collaboration Issues

- 🎧 How to promote giving away books instead of toys in the kid's meals at restaurants
- 🎧 How to get parents more involved in their child's education.
- 🎧 How to implement an "early" & "later" literacy program in our area - Who, how & where to start & sustain the program
- 🎧 Understanding the importance of early literacy development at the local community level (underserved)

# COMMUNITY CONVERSATION TOPICS

- Move on beyond general conversation.
- How to link efforts around literacy to school readiness projects so the efforts are combined
- Linking early literacy efforts with schools and education community
- Funding (federal or state) for mandatory pre-school for every child
- How to break the generation cycle of non-literacy among the Latino community
- How to effectively include cultural considerations in early literacy education if parents are English second language parents
- Reaching out & addressing the needs of parents who haven't learned to read & write in their own language.
- How we can tie the many literacy programs in the county together so everyone can set a share of funding rather than everyone scrambling and asking the same businesses?



# COMMUNITY CONVERSATION HOSTS

- Federal and State Government so it is ongoing and well funded
- Anyone/Everyone
- Parent/Families in the Community
- Child Development Associates
- A panel of activists, SD Literacy Organizations
- Harold Tuck, he did a great job!
- National City
- The San Diego County Children & Families Commission
- Teacher or Educator, someone with great knowledge
- Community, Senate or School Districts
- Board of Education, San Diego County Office of Education
- Teachers and Parents, Reading Specialists
- Kathleen Roskos
- Possible County of San Diego, HHSA, Community Outreach Office
- Anyone interested enough and capable enough to pull it together
- People who care about literacy and people who will understand anyone who doesn't know how to read
- Someone who has experience with both large & small literacy projects/programs
- Universities
- Community Library
- Policy Makers, Curriculum writers, kindergarten teachers, parents of kindergarteners, principals, Special Ed teachers
- Do something "North"
- In different areas of County, at Community locations, various times, days, etc.
- Behavioral Optometrists: Dr. Robert Sanet, Dr. Dana Dean, Dr. Mary McMains
- City Council members
- Neighborhood Associations, Parks & Recreation Depts (at the parks)
- The Literacy Institute [www.litinc.com](http://www.litinc.com) - speaker source, experts in early school readiness skills
- The Literacy Institute Latino.com
- Someone who knows about early literacy



# COMMUNITY CONVERSATION HOSTS

- Community members who are parents - those who are successful & those who struggle.
- Someone in our Senate
- Early Childhood Educators
- Schools, libraries, business representatives
- Educational people who see languages as an asset, not a barrier and believe learning for learning's sake, not to make money
- Community Organizations
- Dedicated, and strong believers of children's ability to excel, including parents

## SPANISH CARDS

- Existen formas de seleccionar personal apropiado (con ganas) para trabajar con niños.  
*There exist ways to select appropriate personnel (with pleasure, willingly) to work with children.*
- (Todos) Para educar a un niño se necesitan un pueblo entero con actitud positiva.  
*(Everyone) to educate a child, you need an entire town with a positive attitude.*
- Personal capacitado *Qualified personnel*

- Padres, maestros, y miembros de la comunidad  
*Parents, teachers, and community members*
- Alguien que este bien organizado y sepa trabajar con la comunidad  
*Someone that is well organized and knows how to work with the community*
- Una persona que sepa de las necesidades de lugar  
*A person that knows the needs of the place*
- Las escuelas en conjunto con los padres  
*The schools in conjunction with the parents*
- La biblioteca y centro comunitario  
*The library and community center*

